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ABSTRACT

This document presents the management system developed by the University of New Hampshire-Portsmouth Twelfth Cycle Teacher Corps Project. This system, although very flexible and continually modified, is presented as a model that may be useful to other projects. According to the report, project goals, training objectives, and expected outcomes are clearly stated. A Management by Behavioral Objectives Task Analysis (samples of which are contained in the document) is done. The project evaluation design has four stages: context, input, process, and product evaluations. Documentation of project activities and accomplishments is collected in a central documentation file, documentation records or journals kept by each project member, and a monthly documentation interview of each member. The planning period of the project contains needs assessment and major decision-making for tailoring and beginning each project component. Process evaluation is used to determine the extent to which the program has been implemented as planned. Product evaluation requires the specification of directly measurable objectives. Both an internal and external evaluation are conducted. The research evaluation design, the evaluation timeline, the statement of policy and procedures, and the list of contents of the documentation file are also included. (Author/JM)

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TEACHER CORPS

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EA 011 502

UNIVERSITY OF NEW HAMPSHIRE & PORTSMOUTH JUNIOR HIGH SCHOOL

TEACHER CORPS PROJECT

Cycle XII

12th Cycle

Management System

UNIVERSITY OF NEW HAMPSHIRE-PORTSMOUTH
TEACHER CORPS PROJECT

1977 - 1979

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* Samples of MBO Task Analyses. Inclusion of all MBO Task Analyses written for the management of the project would be prohibitive.

UNIVERSITY OF NEW HAMPSHIRE-PORTSMOUTH TEACHER CORPS

MANAGEMENT SYSTEM

Preface

Change through collaboration and cooperation is what Teacher Corps is all about. Teacher Corps projects are organized efforts for change designed to: operationalize different educational approaches that integrate the training of new and experienced teachers; demonstrate better ways for schools and teachers to function using educational products, processes, people, and practices on site within the schools; create comprehensive approaches for educational change and reform through the collaboration of universities, local school systems, state educational agencies, and local communities. Through collaboration Teacher Corps projects attempt to introduce and demonstrate needed innovation and change to increase the effectiveness of education for low income, special needs and minority group children and their parents - constituencies which are often educationally alienated and disenfranchised.

The complex nature of a Teacher Corps project - the fact that it is a temporary organization existing within a limited time frame in a temporary relationship with a university and a local school system, two permanent institutions and social systems with different norms, values and behavioral regularities - generates a number of challenging, unique, and sophisticated problems. Although a project may be physically located at a specific school site and within a specific university department, the workplace of the Teacher Corps project is actually an environment formed by: committees and subgroups within these two organizations; professional organizations; community organizations and parents; and other community social service agencies. Within this environment Teacher

Corps attempts to affect education by having: 1. impact on the educational experiences of disadvantaged children; 2. impact on the experiences of those who influence these children in home, school, and community; 3. impact on the institutions that initially shape and then maintain the role of these "influencers"; and 4. impact on the specific training and retraining programs within those institutions. The creation, operation, and continuing development of a Teacher Corps project requires a constant awareness of the changing relationships among these various objectives, which may serve as both "means" and "ends" for the project.

Teacher Corps is not an independent organization with control over all of the major processes that influence its products. In fact, its "products" or outcomes, will be, to a great extent, under the control of others - the school, the community, and the college. The form of control that the Teacher Corps project does command is an indirect one which uses processes such as facilitation, collaboration, and brokering to accomplish mutual objectives. To do this, the project is held accountable for the maintenance of certain management processes that create opportunities for involvement and participation around issues of mutual self interest. In its funding criteria and legislation, Teacher Corps calls for the inclusion of a clearly developed plan for project management in the initial project application and Teacher Corps has long been an advocate of systematic management techniques, both in training (e.g. teaching modules, competency-based systems) and in project management (e.g. PERT, objectives-based management, discrepancy evaluation, MIS). Systematic management techniques are selected by projects to assure efficient and productive program development, group development,

and documentation activities and the project director or management team is expected to choose, adapt, and often invent techniques that provide focus, climate, and control for achieving these ends.

The purpose of this document is to share the management system developed by the management team of the University of New Hampshire-Portsmouth 12th Cycle Teacher Corps project as a model which may be useful to other projects. We view the management system presented here as incomplete in the sense that we continually modify and refine our management system and practices as we encounter changing needs, new problems, and move into different stages of project implementation. We believe that our management system is important in helping us to achieve project goals and to accomplish efficient and productive program development. However, we are not wedded to any one management system. Ours serves as a guide for getting things done, but it is not so rigidly adhered to that we cannot accommodate the serendipitous, ambiguous, and subjective human elements which characterize a complex change effort such as Teacher Corps. We "ad hoc it a lot."

We hope that the dissemination of our management system will be helpful to you in your work to improve education for all children.

GOALS, OBJECTIVES, AND EXPECTED OUTCOMES

I. PROJECT GOALS

Project goals are stated to provide overall direction for the proposed project.

1. To develop and operate a Training and Research and Development Center at Portsmouth Junior High School for the purpose of bringing about educational change through the systematic adaption of research findings. The Center would be characterized by:

   A partnership and shared governance system involving groups from the University of New Hampshire, the Portsmouth School System and the community.

   Educational and training resources from the University, the school system, and the community.

   An ongoing planning and evaluation process consisting of continuous needs assessments, resource identification and allocation, and input and output evaluation.

2. To develop and implement a field based staff development program consisting of practica, clinical experiences, workshops, courses, and modules designed around research validated processes and models.

3. To offer local on-site alternatives in professional education and professional training which are responsive to the needs of individual staff members and the needs of the school system and which offer to all staff members at Portsmouth Junior High School opportunities for state recertification and for graduate degrees.

4. To identify, select, and adapt research findings to meet local educational and community needs.

5. To conduct a systematic program of research and evaluation to address the following questions:

   --What happens to a Junior High School when research validated findings are systematically adapted to bring about organizational, curriculum, and behavioral change?
   What changes occur in a school organization when research findings are systematically adapted?

--What happens to student learning when research findings are systematically adapted to bring about organizational, curriculum, and behavioral change?

--What happens to interns, experienced classroom teachers, University faculty, and Teacher Corps central staff who have been involved in a project which focuses on a program of training and retraining based on systematic adaption of research findings? What competencies and skills do they acquire? Do their attitudes and self concepts change?

6. To design, implement, and operate a responsive teaching and learning environment for both teachers and students in Portsmouth Junior High School, with a primary focus upon Black students, students from low-income families, and students with learning and behavior problems.

7. To increase parent and community involvement in the school through:

   --Parent and Community Volunteer Program.

   --Parent and Community Training Program.

   --Collaborative Decision Making.

II. TRAINING OBJECTIVES

Training objectives are the primary operational efforts of the project to achieve the stated goals.

1. To involve all staff members, including aides and parent/community volunteers at Portsmouth Junior High School in individualized professional staff development programs.

2. To provide training and support and adapt research findings for a school wide program of reading instruction to increase students' reading comprehension and skills and to facilitate student learning in all subject areas.

3. To provide training and support and adapt research findings for a parent training program which will enable parents to use instructional strategies that will enhance learning and reading in the home.

4. To provide training and support and adapt research findings for a school wide program of writing instruction to improve students' writing skills for creative writing and expository writing in all subject areas.

5. To provide training and support and adapt research findings for a school wide program of classroom management and control which will reduce discipline problems and create a facilitative and responsive learning environment.

6. To provide training and support and adapt research findings for a school wide program of diagnostic - prescriptive teaching strategies enabling teachers to identify students with learning and behavioral needs, diagnose these needs, and prescribe learning activities to meet these needs.

7. To provide training and adapt research findings for a program of alternative teaching models to support school wide programs in classroom management and control, reading instruction, and diagnostic - prescriptive teaching and to relate teaching models to pupil learning styles.

8. To provide training and support and adapt research findings for the development of a teacher observation feedback, and self-analysis system enabling teachers to broaden their repertoires of teaching skills and to attend to the relationships among teaching styles and learning styles.

9. To provide training and support and adapt research findings for a human relations program enabling teachers, students, parents, and other adults of different ethnic and cultural backgrounds to communicate and interact with each other in more sensitive, constructive, and responsive ways.

10. To provide training and support and adapt research findings for the development of a multi-cultural program which promotes the use of multi-cultural concepts and multi-cultural materials in all areas of the school curriculum.

11. To provide training and support and adapt research findings for the implementation of an organizational development strategy to promote collaborative decision making, educational planning, and organizational assessment and diagnosis among teachers, administrators, and parents.

12. To train four graduate interns as master teachers for junior high or middle schools with competence at the Master of Education Degree level.

III. EXPECTED OUTCOMES

Expected outcomes are the concrete benefits which can be measured to indicate the degree to which the project goals have been achieved.

1. A Training and Research and Development Center for professional staff development and systematic adaption of research findings

which is self-supporting, self-renewing, and contains the following elements:

--Ongoing needs assessments.

--A system for targeting research and development activities on specific educational problems and needs.

--Program development process.

--A bank of training resources.

--A data bank of research findings, models, and materials.

--Shared governance in management and evaluation.

--Alternative delivery systems for training.

2. A comprehensive professional staff development program which integrates pre-service, in-service, and parent/community training and which offers access to graduate degrees, state recertification credits, access to new materials and ideas, and an environment for learning new approaches.

3. A responsive and success oriented learning environment at Portsmouth Junior High School characterized by:

--A reduction of discipline problems.

--Increased motivation among students to learn.

--A significant increase in student achievement.

--Greater cohesion and morale among teachers and students.

--Alternative curricula and alternative instructional approaches.

4. Increased involvement of Portsmouth Junior High School parents and community members in the school as demonstrated by:

--An organizational structure in which parents, students, and teachers collaborate in making decisions about the school and its curriculum.

--Trained parent tutors and aides operating in the school.

--Increased attendance at school sponsored activities and increased responsiveness to school needs and requests.

5. Institutional adaptation of research validated models, processes, and materials at the University of New Hampshire and Portsmouth Junior High School.

6. A process for the design and implementation of a field based staff development program focusing on the application of research findings to address site specific needs.

7. A variety of options for teachers to select from an array of training possibilities and opportunities for teachers to generate their own plans for training experiences.

8. Demonstrated organizational and curriculum change in Portsmouth Junior High School and in teacher education at the University of New Hampshire as evidenced by:

   --Alternative and flexible units of instruction.

   --Differentiated staffing.

   --Research based curricula.

   --Systematic formative and summative evaluation of programs.

   --Individualized staff development programs.

   --Open organizational systems with all constituencies represented in governance and management.

9. Project replication, dissemination, and diffusion throughout the State of New Hampshire and the New England Region.

UNH-PORTSMOUTH

TEACHER CORPS

MANAGEMENT SYSTEM

Developed 7/27/77

First Revision 10/14/77

Second Revision 2/23/78

First Stage

TRAINING AND DEVELOPMENT

MANAGEMENT OBJECTIVES

	TASK/OBJECTIVE	Leadership Teams	Director	Principal	Program Development Specialist	Community Coordinator	Team Leader	Interns	Coordinator Exceptional Child Component	Media Specialist	Assistant Superintendent	UNH Coordinator of Teacher Education	Policy Committee	School -Community Advisory Council	Management Team	School Board	UNH Education Department
MANAGEMENT	1. Administer and manage all aspects of the project		CR											P			
	2. Develop and implement project management system		P											DI			
	3. Coordinate and monitor project components and activities		P											DI			
	4. Conduct management team meetings		P											DI			
	5. Prepare and submit project amendments and reports as needed		P											DI			
	6. Coordinate project staff development activities		P											DI			
	7. Develop and coordinate project dissemination activities		P						DI					DI			
	8. Establish policy committee		P											DI			
BUDGET REPORTS	9. Prepare and submit quarterly program and fiscal reports to Teacher Corps - Washington		P	DI	DI	DI	DI							I			
	10. Budget planning and administration - IHE		P											I			
	11. Budget planning and administration - LEA		M	P										I			
	12. Budget planning and administration - CC		M			P								I			

P - Primary Responsibility
DI - Directly Involved

CR - Coordinating Responsibility
M - Monitoring Function

A - Approval Before Operations Begin
I - Kept Informed of Progress

TRAINING AND DEVELOPMENT

MANAGEMENT OBJECTIVES

	TASK/OBJECTIVE	Leadership Teams	Director	Principal	Program Development Specialist	Community Coordinator	Team Leader	Interns	Coordinator Exceptional Child Component	Media Specialist	Assistant Superintendent	UNH Coordinator of Teacher Education	Policy Committee	School - Community Advisory Council	Management Team	School Board	UNH Education Department
INTERNS	13. Supervision of interns		M	M	I	Di	P					Di			I		M
	14. Plan intern experiences and activities						P	Di	Di			I			I		
	15. Develop and publish bi-weekly schedule of intern activities						P								I		
	16. Assess intern needs and monitor intern progress					Di	P	Di	Di			Di			I		
	17. Arrange and coordinate intern visitations to classrooms, schools, community agencies and other projects					Di	P	Di	Di			I			I		
	18. Prepare and write quarterly reports re. intern program; document all aspects of internship						P					Di					
	19. Train interns to document their successes and failures in implementing skills				Di	Di	P										
	20. Provide graduate courses and academic advisement for interns		CR				Di					P					A
	21. Provide integrating seminars for interns		CR				Di					P					A

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TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES

	TASK/OBJECTIVE	Leadership Teams	Director	Principal	Program Development Specialist	Community Coordinator	Team Leader	Interns	Coordinator Exceptional Child Component	Media Specialist	Assistant Superintendent	UNH Coordinator of Teacher Education	Policy Committee	School - Community Advisory Council	Management Team	School Board	UNH Education Department
COMMUNITY	22. Conduct Needs Assessment for community education program			P	CR								Di	I	A		
	23. Design Community Needs Assessment Instruments			P	Di			Di					Di	I	Di		
	24. Administer Community Needs Assessment Instruments			Di	P									I	A		
	25. Collect community needs data			Di	P									I			
	26. Analyze needs			CR	Di			Di				Di	Di	P			
	27. Initiate parent community awareness program				P								Di				
	28. Establish school/community advisory council		Di	Di	P	Di	Di										
	29. Identify classroom tasks appropriate for parent volunteers			Di	P	Di											
	30. Identify parents to begin developing community organization				P												
	31. Organize small groups of parents to motivate, recruit and educate other parents				P												
	32. Conduct demographic studies of community				P		Di										
	33. Identify community agencies and resources				P		Di										

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TRAINING AND DEVELOPMENT

MANAGEMENT OBJECTIVES

	TASK/OBJECTIVE	Leadership Teams	Director	Principal	Program Development Specialist	Community Coordinator	Team Leader	Interns	Coordinator Exceptional Child Component	Media Specialist	Assistant Superintendent	UNH Coordinator of Teacher Education	Policy Committee	School -Community Advisory Council	Management Team	School Board	UNH Education Department
	34. Collect reports and information from other projects on community components					F											
	35. Prepare and write quarterly reports re. community education program; document all aspects of community component					P											
IN-SERVICE EDUCATION	36. Conduct Needs Assessment for in-service education program	Di	Di	Di	P							Di					I
	37. Design in-service Needs Assessment instruments	Di	Di	Di	P							Di					
	38. Administer in-service Needs Assessment instruments	Di	Di	Di	P							Di					
	39. Collects needs data	Di	Di	Di	P							Di					
	40. Analyze needs	Di	Di	Di	CR	Di	Di					Di	Di	Di	P	I	Di
	41. Arrange delivery of on-site courses and workshops by UNH faculty		P		Di							CR			I	I	A
	42. Arrange visitations of staff to other schools and projects		CR	P	Di	Di											
	43. Monitor impact of in-service program at school site		Di	M	P												

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TRAINING AND DEVELOPMENT

MANAGEMENT OBJECTIVES

	TASK/OBJECTIVE	Leadership Teams	Director	Principal	Program Development Specialist	Community Coordinator	Team Leader	Interns	Coordinator Exceptional Child Component	Media Specialist	Assistant Superintendent	UNH Coordinator of Teacher Education	Policy Committee	School -Community Advisory Council	Management Team	School Board	UNH Education Department
	44. Prepare and write quarterly reports re. in-service program; document all aspects of in-service program				P												
	45. Integrate pre-service with in-service education program		P	Di	Di	Di	Di				Di				Di		A
	46. Plan and implement multi-cultural program		Di	A[a]	P	Di	Di	Di	Di	Di			I	CR	M	I	Di
	47. Assess race, sex and socio-economic stereotypes and perceptions				P												
	48. Develop multi-cultural awareness and education program		Di	Di	P	Di	Di	Di	Di	Di						I	
	49. Design program evaluation system	Di	Di	Di	P	Di	Di										
	50. Design project documentation system		CR		P										Di		
COMMUNICATIONS	51. Develop and publish project newsletter		CR	CR	Di	P	Di	Di	Di	Di							
	52. Orientation and communication with Junior High faculty		Di	P	Di	Di	Di	Di	Di	Di							
	53. Orientation, communication and liaison with UNH faculty and administration		P	Di	Di	Di	Di	Di	Di	Di		Di					
	54. Orientation and communication with the Community		Di	Di	Di	P	Di	Di	Di	Di				CR			
	55. Liaison with school board		Di	Di	Di	Di	Di	Di	Di		P						

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TRAINING AND DEVELOPMENT

MANAGEMENT OBJECTIVES

	TASK/OBJECTIVE	Leadership Teams	Director	Principal	Program Development Specialist	Community Coordinator	Team Leader	Interns	Coordinator Exception. Child Component	Media Specialist	Assistant Superintendent	UNH Coordinator of Teacher Education	Policy Committee	School -Community Advisory Council	Management Team	School Board	UNH Education Department
EXCEPTIONAL CHILD COMPONENT	56. Develop teacher resource center						P	DI	DI	DI							
	57. Communication, liaison and project representation with New England Network		P											DI			
	58. Communication, liaison and project representation with Research Cluster		P											DI			
	59. Conduct needs assessment for exceptional child component			P					DI								
	60. Design exceptional child component needs assessment instrument			CR					P								
	61. Collect needs assessment data - ECC			P					DI								
	62. Analyze needs - ECC								DI					P			
	63. Plan and implement exceptional child component								P					DI			
	64. Identify specific research findings to be used in project	DI	P	DI	CR	DI	DI	DI			DI						DI
	65. Provide media technical assistance and support									P				DI			

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Second Stage

TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES

TASK/OBJECTIVES	External Evaluator	Leadership Teams	Director	Program Development Specialist	Community Coordinat.	Principal	Team Leader	Interns	Coordinator Exceptional Child	Media Specialist	UNH Coordinator of Teacher Education	UNH Faculty	UNH Education Dept.	Policy Committee	School Community Advisory Council	Management Team	School Board	Central Administration	PJHS Teachers
1. Coordination of dissemination activities																			
2. Publications																			
2.1 Introspect			Di	P	Di		Di	Di											
2.2 Exchange			P	Di	Di		Di	Di											
2.3 Project Newsletter*			M	M	P	M	Di	Di											
2.4 CEFS Newsletter			P	Di	Di		Di	Di											
2.5 ERIC			P	Di	Di		Di	Di											
2.6 Professional Journals			P	Di	Di		Di	Di											
3. Project Research Reports			CR																
4. Project Demonstration Products			CR																
5. Teacher Products			CR	P			P					P							
6. Student Products			CR				P	P											P
7. Video Tapes and Slide Presentations			CR							P									
8. Newspapers			P		CR											P			
9. Project Site Development - Expand Training Site			P																
10. N.H. Demonstration Site Model			P																
11. Design of Conferences for Dissemination of Findings			P	P															
12. Participation in Regional and National Conferences to Disseminate Findings			CR																

PROJECT DISSEMINATION

13

IN-SERVICE EDUCATION PROGRAM

IN-SERVICE PROGRAM

TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES

TASK/OBJECTIVES	External Evaluator	Leadership Teams	Director	Program Development Specialist	Community Coordinator	Principal	Team Leader	Interns	Coordinator Exceptional Child	Media Specialist	UNH Coordinator of Teacher Education	UNH Faculty	UNH Education Dept.	Policy Committee	School Community Advisory Council	Management Team	School Board	Central Administration	PJHS Teachers
13. Organization, planning, and implementation of released time sessions; evaluation of released time				CR		Di/M													
13.1 February			P																
13.2 March				P															
13.3 April					P														
13.4 May				P															
13.5 June			P	P		Di													
13.6 September																			
13.7 October																			
13.8 November																			
13.9 December																			
14. Individual staff development activities																			
14.1 Professional conferences for teachers				P		Di/M	P												
14.2 Consultative services for teachers				P			P												
*15. Development teacher resource center							P	Di											
16. Organization, planning, and implementation of summer program for teachers																			
16.1 Needs Assessment (March 17)				P															
16.2 Identification of courses (24th)			P	Di							Di								
16.3 Delivery of courses and instructors			P																
16.4 Evaluation of summer program				P															
17. On going needs assessment of staff for in-service program				P															
18. Delivery of courses and workshops and T.A. by UNH faculty			P																

	TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES TASK/OBJECTIVES	External Evaluator	Leadership Teams	Director	Program Development Specialist	Community Coordina.	Principal	Team Leader	Interns	Coordinator Exceptional Child	Media Specialist	UNH Coordinator of Teacher Education	UNH Faculty	UNH Education Dept.	Policy Committee	School Community Advisory Council	Management Team	School Board	Central Administration	PJHS Teachers
IN-SERVICE PROGRAM	19. Evaluation of in-service program	CR		CR	P															
	19.1 Evaluation of courses & workshops	CR		CR	P															
	19.2 Evaluation of instructors	CR		CR	P															
	19.3 Evaluation of released time sessions	CR		CR	P															
	20. Follow up and impact studies of in-service program	P		CR	CR															
	20.1 In the classroom	P		CR	CR															
	20.2 Organization of the school	P		CR	CR															
	20.3 Low income, minority, and special needs students	P		CR	CR															
RESEARCH ADAPTATION	21. Adaption of research findings			P																
	21.1 Deliberate psychological education			CR	Di							P/SO								
	21.2 Research on writing			CR	Di							P/DG								
	21.3 Reading in the content areas			CR	Di							P/JC								
	21.4 High intensity reading program			CR	Di							P								
	21.5 IGE (what research says about individualization)		P	CR	Di															
	21.6 Precision teaching			CR	Di							P/RA								
	22. Delivery of specific research findings to individual teachers and departments at PJHS			P																
	23. Evaluation and documentation of research adaptation	P		CR	P															

COMMUNITY COMPONENT

TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES

TASK/OBJECTIVES	External Evaluator	Leadership Teams	Director	Program Development Specialist	Community Coordina	Principal	Team Leader	Interns	Coordinator Exceptional Child	Media Specialist	UNH Coordinator of Teacher Education	UNH Faculty	UNH Education Dept.	Policy Committee	School Community Advisory Council	Management Team	School Board	Central Administration	PJHS Teachers
24. Organization and implementation of parent training programs					P														
24.1 Advertising programs					P														
24.2 Recruitment & selection of parents					P			Di											
24.3 Secure appropriate clearances from principal and Teachers Association					P														
24.4 Coordination and liaison with teachers				Di	P		Di	Di											
24.5 Coordination with multi-cultural and exceptional child components				Di	P				Di										
25. Reading tutorial program					P							Di						Di	
26. Math tutorial program					P							Di						Di	
27. Paraprofessional counseling program					P							Di						Di	
28. Organizational and staff development training for EEO committee			Di	Di	P	Di													
29. Initiation, development, and implementation of Community Education course			Di		P						Di		A		I				
30. Integration of community component with in-service education and staff development activities			Di	P	P	Di/M													
31. Integration of community component with alternative summer school					P		P	P											

TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES

TASK/OBJECTIVES	External Evaluator	Leadership Teams	Director	Program Development Specialist	Community Coordina	Principal	Team Leader	Interns	Coordinator Exceptional Child	Media Specialist	UNH Coordinator of Teacher Education	UNH Faculty	UNH Education Dept.	Policy Committee	School Community Advisory Council	Management Team	School Board	Central Administratio	PJHS Teachers
32. Organization and implementation or parent education programs					P														
32.1 Workshops (Mid March						M		Di							Di/I				
32.2 Courses 17th)						M		Di							Di/I				
32.3 Cultural events						M		Di							Di/I				
33. Liaison with EEO and other community agencies					P														
34. Full operation of School/Community Council phased in (May 1)					P										P				
35. Coordination of Research Program			P																
35.1 Experimental Research Project													P/SO						
35.2 Case studies w/individual students								P											P
35.3 Pre and post testing - reading			CR																Di
35.4 Standardized measurement of student achievement			CR																Di
35.5 Installation of innovation																			
35.6 Training of teachers/interns as researchers			P				Di					P							
36. Organization and implementation of IHE staff development			P								P								
37. Development of new staff develop modules											P								
38. Seminars on project & staff development			P																
39. Development of graduate program in Staff Development			P								P								

TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES

	TASK/OBJECTIVES	External Evaluator	Leadership Teams	Director	Program Development Specialist	Community Coordinator	Principal	Team Leader	Interns	Coordinator Exceptional Child	Media Specialist	UNH Coordinator of Teacher Education	UNH Faculty	UNH Education Dept.	Policy Committee	School Community Advisory Council	Management Team	School Board	Central Administration	PJHS Teachers
ALTERNATIVE SUMMER SCHOOL	40. Organization and implementation of Alternative Summer School					Di	A	P /CR	Di									A		
	40.1 Planning and development of program					Di		P /CR	Di											
	40.2 Scheduling (April 19)							CR	P											
	40.3 Recruitment & selection of students (April 19)								P											Di
	40.4 Securing appropriate clearances from principal and staff							P												
	40.5 Coordination and liaison with teachers					Di		P	Di											
	40.6 Integration of community component					P		Di	Di											
	40.7 Coordination and liaison with community agencies					P		Di	Di											
LEADERSHIP TEAMS	41. Coordination of leadership teams				P															
	41.1 Program planning & budgeting		Di		P		CR													
	41.2 Conferences & workshops		P		CR		A													
	41.3 Evaluation of leadership team activities	Di			P															
	41.4 Maintenance of leadership teams				P /CR															
LONG RANGE PLANNING	42. Program forecasting	P			P												P			
	43. On going needs assessment, evaluation and prioritizing of program elements				P	P	Di													
	44. Budget planning and resource allocation			P			P													

TRAINING AND DEVELOPMENT MANAGEMENT OBJECTIVES

INSTITUTIONAL ADOPTION

TASK/OBJECTIVES	External Evaluator	Leadership Teams	Director	Program Development Specialist	Communicy Coordinator	Principal	Team Leader	Interns	Coordinator Exceptional Child	Media Specialist	UNH Coordinator of Teacher Education	UNH Faculty	UNH Education Dept.	Policy Committee	School Community Advisory Council	Management Team	School Board	Central Administration	PJHS Teachers
45. Appointment of staff development coordinator (IHE and LEA)			P			A							A				A	A	
46. Institutionalization of project:																			
46.1 Institutionalization of School/Community Council			CR		P	A													
46.2 Institutionalization of Policy Committee			P			A													
46.3 Institutionalization of Leadership Teams			Co	P		P													
46.4 Institutionalization of alternative education						A	P	P											
47. Planning and training for individualization		P											PR						
48. Planning and training for exceptional child component		P																	
49. Planning and training for reading in the content areas		P																	
50. Planning and training for multi-cultural component		P																	
51. Planning and training for psychological education program		P																	
52. Planning and training for writing program		P																	
53. Project amendments & renewal of proposal			P	Di	Di	Di	Di	Di	Di										
54. Collection of base line data																			

TEACHER CORPS MBO FORM
PROJECT DIRECTOR

OBJECTIVE (Who, What, How, When?) Administer and manage all aspects of the project (Use formal and informal system of decision making; team decision making by consensus; on going information collection and feedback: participatory management)

PERSON(S) RESPONSIBLE Project Director - (coordinating responsibility)

TIME LINE

SEQUENTIAL LIST OF TASKS - Project Director	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
1. Develop and implement project management system		Management Team: Project director, program development specialist, community coordinator, team leader, coordinator of teacher education, principal
1.1 Develop management grid	7/27/77; 10/14/77	
1.2 MBO Task Analyses	10/21/77	
1.3 Evaluation system	10/21/77	C. Brown
1.4 Documentation system	10/21/77	C. Brown
1.5 Budget planning		Management Team
2. Coordinate and monitor project activities	Weekly through management team meetings	
	Twice a week through individual conferences	with project staff
	Quarterly through quarterly reports	
3. Conduct management team meetings	Weekly	Management Team
3.1 Develop agenda	Weekly	Management Team

TEACHER CORPS MBO - (continued)

SEQUENTIAL LIST OF TASKS	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
3.2 Collect and prepare backup materials	Weekly	Management Team
3.3 Follow up on management team decisions	Weekly	Management Team
3.4 Oversee documentation of management team meetings	Weekly	Management Team
4. Collect and use formative evaluation data to:	On going	
4.1 Monitor project activities		C. Brown
4.2 Provide feedback to project staff		C. Brown
4.3 Identify problems and decisions to be made		C. Brown
4.4 Prepare meeting agendas		Management Team
4.5 Develop reports		
4.6 Modify management of project		
4.7 Change or modify project goals and/or activities		Management Team
5. Create a participatory management environment characterized by	On going	Management Team
5.1 Maximum self determination for staff		
5.2 Openness		

TEACHER CORPS MBO - (continued)

SEQUENTIAL LIST OF TASKS	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
5.3 Free flow of information		
5.4 Consistency in policies		
5.5 Minimal manager induced controls		
5.6 Staff involvement and involvement of others in decision making and goal formulation		
5.7 Team ownership of project		
5.8 Group problem solving		

TEACH.. CORPS MBO FORM

STATEMENT OF EVALUATION

THIS TASK WILL BE SUCCESSFULLY COMPLETED WHEN Participatory management system has been implemented and project goals accomplished and documented.

NEXT STEPS (FOLLOW-UP)

WHAT WORKED WELL? (TASKS AND STRATEGIES)

WHAT DIDN'T WORK WELL? (TASKS AND STRATEGIES)

PRODUCTS Comprehensive written management system; documented management team meetings; documented decisions at critical points in project life; written evaluation and documentation systems

U. N. H. PORTSMOUTH
TEACHER CORPS
12th Cycle

TEACHER CORPS MBO FORM

OBJECTIVE (Who, What, How, When?) The project director will coordinate and implement the systematic integration of the pre-service and in-service programs of the project to be completed by January 14 (1978) first stage, June (1978) second stage, and October 30 (1978) third stage.

PERSON(S) RESPONSIBLE Project Director

TIME LINE January 14, 1978 (1st stage), June 1, 1978 (2nd stage), October 30, 1978 (3rd stage)

SEQUENTIAL LIST OF TASKS	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
1. Assess needs of teachers and interns		1. Brown (PR), Fortier (PR)
2. Analyze needs		2. Management Team (PR)
3. Identify appropriate courses, workshops, and other educational experiences for interns and teachers		3. Teacher Ed. Committee, Ed. Faculty, Brown
4. Identify courses and workshops for compatible interface of pre-service and in-service education		4. Teacher Ed. Committee, Management Team, University Faculty
5. Incorporate courses and workshops into academic schedule at UNH		5. Registrar, DCE, Teacher Education Committee, Dean LA, Dean Grad. School
6. Schedule courses on-site for second semester 1977-78, summer session 1978, first semester 1978-79, second semester 1978-79		6. Registrar, Dean LA, Dean Grad. School UNH Teacher Ed. Committee, University Faculty, Division of Continuing Education
7. Identify and assign UNH faculty to teach courses and workshops		7. Teacher Ed. Committee, University faculty, Dean LA, Brown, and Bernard

TEACHER CORPS MBO - (continued)

SEQUENTIAL LIST OF TASKS	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
8. Identify and assign UNH faculty to serve as advisors to staff and interns		8. Teacher Ed. Committee, Grad. School
9. Monitor and coordinate admissions of interns and staff to Graduate School		9. Grad. School, Grad. Admissions Committee, Coordinator Graduate Studies, Teacher Ed. Committee
10. Monitor and coordinate registration of interns and staff for courses and workshops		10. Registrar's Office, DCE
11. Establish and monitor funding of courses and workshops		11. Research Office, Dean LA
12. Develop and implement student file and record		12. Coordinator Grad. Studies, Graduate Secretary
13. Orientation of interns and staff to graduate degree program and on-site courses and workshops		13. Brown, Bernard, Fortier, Birrell
14. Coordinate evaluation of pre-service instruction		14. Management Team, Teacher Ed. Committe
15. Coordinate and monitor the application of graduate instruction to classroom and school activities		15. Brown, Bernard, Fortier, Teacher Ed. Committee

TEACHER CORPS MBO - (continued)

SEQUENTIAL LIST OF TASKS	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
16. Monitor the progress of interns and staff in graduate courses		16. UNH Faculty Advisors, Grad. School, Birrell
17. Coordinate and monitor the evaluation of integration of pre-service and in-service education		17. Brown, Teacher Ed. Committee, Management Team
18. Organize findings and results		18.
19. Disseminate findings		19.
20. Discuss findings		20.
21. Secure appropriate University clearances and approvals for pre-service/ in-service programs		21. Registrar's Office, Dean LA, Dean Grad. School, Graduate Council, Teacher Ed. Committee, Coordinator Graduate Studies

TEACHER .PS MBO FORM

STATEMENT OF EVALUATION

THIS TASK WILL BE SUCCESSFULLY COMPLETED WHEN (1) Courses and workshops are scheduled; (2) Courses and workshops are taught on site January 78 through June 79; (3) Integration of pre-service and in-service program components has been implemented and documented for each stage

NEXT STEPS (FOLLOW-UP) Institutionalization of integrated pre-service and in-service education program at Junior High School and University of New Hampshire

WHAT WORKED WELL? (TASKS AND STRATEGIES)

WHAT DIDN'T WORK WELL? (TASKS AND STRATEGIES)

PRODUCTS Anticipated products: Documented model of integrated pre-service and in-service education program; new course syllabi and materials for in-service education program; evaluation studies of specific components of pre-service and in-service programs; articles, papers, and other publications dealing with integration of pre-service and in-service education; needs assessment and evaluation designs and instruments; filmstrips and other media materials for dissemination of findings; conferences for dissemination of findings.

IMMEDIATE CRITICAL STEPS: Needs assessment; second semester scheduling for January 1978; admission of staff to graduate degree programs; appropriate University clearances

TEACHER CORPS MBO FORM

PROGRAM DEVELOPMENT SPECIALIST

OBJECTIVE (Who, What How, When?) The program development specialist will develop and implement a comprehensive needs assessment in collaboration with a "needs assessment task force" for all project activities to be completed by October 26 (first stage) and by December 1 (final stage)

PERSON(S) RESPONSIBLE Program Development Specialist

TIME LINE First stage--October 26; second and final stage by December 1

SEQUENTIAL LIST OF TASKS	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
Develop needs assessment design		approval & input Bernard, Pine; input Stonefoot
Gain advisory council and policy committee approval		
Organize NA task force		Bernard (assistance and approval)
Secure credit for task force members		Pine (secure credit)
Organize materials for task force activities		Pine (input)
Schedule task force meetings		Task Force members and Bernard
Design teacher and student instruments		Task Force and advisory council
Design community instruments		Stonefoot and advisory council
Administer instruments		Stonefoot, Task Force, Advisory Council, Bernard
Analyze instruments for teachers and students		Advisory Council, Stonefoot, Task Force, Policy Committee
In-school observations		Bernard
Disseminate findings to Pine and others		Task Force, Stonefoot, Bernard Pine

TEACHER CORPS MBO - (continued)

SEQUENTIAL LIST OF TASKS	TASK ACCOMPLISHED (DATE)	PERSONS INVOLVED AND HOW INVOLVED
Conduct document analysis		Pine, Bernard, Task Force
Conduct textbook and curriculum analysis		Task Force, Bernard
Conduct terminal data analyses		Task Force, UNH computer specialist
Organize findings and results		Bernard, Stonefoot, Pine Task Force, Bernard
Disseminate findings		
Discuss findings		Task Force, Bernard, Pine, Stonefoo
Begin to develop recycle N.A.		Task Force, Pine, Bernard

STATEMENT OF EVALUATION

THIS TASK WILL BE SUCCESSFULLY COMPLETED WHEN (1) Findings for in-service are initially submitted by October 26; (2) terminal findings are submitted to constituencies by December 1; (3) Task Force members have completed 2 or 3 credits in Needs Assessment

NEXT STEPS (FOLLOW-UP)(1)Simplify process for continual use; (2) develop a recycle of NA for second year; (3) discuss findings, implications and uses with school staff

WHAT WORKED WELL? (TASKS AND STRATEGIES)

WHAT DIDN'T WORK WELL? (TASKS AND STRATEGIES)

PRODUCTS

UNH/PORTSMOUTH TEACHER CORPS PROJECT

PORTSMOUTH JUNIOR HIGH SCHOOL

Evaluation Design

This project evaluation design is organized in the CIPP (Stufflebean, 1969) evaluation model as a functional process-oriented framework. The four categorical stages are: Context, Input, Process, and Product evaluations. The four stages also represent distinct evaluation types or evaluation purposes. To explain further:

Context evaluation provides a rationale for determining programmatic objectives through defining the relevant environment under examination, describing the actual and desired conditions operative, identifying unmet needs and unused opportunities, and disgnosing problems. This is the type of evaluation commonly termed needs assessment.

Input evaluation provides data for determining how and with what resources objectives will be achieved. It identifies the capabilities of agencies involved, strategies for achieving objectives, and assesses these strategies as well as designs for implementing a selected strategy. Input evaluation is essentially a decision-oriented evaluation.

Process evaluation provides feedback to decision-makers and participants about implementation. Defects in procedural designs or in implementation plans are detected or predicted during the implementation stages, and documents the implementation process.

Product evaluation measures and interprets achievements at the end of and at periodic points during a project's implementation or innovation process. To accomplish this, product evaluation operationalizes objectives and measurement criteria, compares these measures with standards,

and interprets outcomes using data collected and analyzed during previous phases of the evaluation process.

With these general understandings, we may now proceed to explain the organization of the design as it appears in the pages that follow:

1. The needs assessment design or context evaluation includes -
   a. Rationale
   b. Graphic presentation of the design
   c. Data to be collected
   d. Listing of methodologies employed
   e. Data organization and analysis categories
2. Ongoing evaluation and evaluation-related activities -
   a. Documentation
   b. Quarterly discrepancy evaluation
   c. Weekly management team meetings
3. Evaluation for decisional inputs (Input)
   a. Staff interviewing
   b. Time-line data collection
   c. Research identification
   d. Selection of research adaptation and innovation strategies
   e. Evaluation of developmental process
4. Implementation evaluation (Process)
   a. Project development process
   b. In-service program
   c. Community involvement and education
   d. Internship
   e. Management and organization
   f. Theoretical critique of project components (process and product)
   g. Utilization and effectiveness of research adaptation strategies

h. Pre-test of students and teachers prior to innovation involvement.

i. Collect case data on innovations and selected project components.

5. Product Evaluation

a. Operationalization of objectives and measurement criteria

b. Case studies -- description and analysis

c. Test students and teachers during innovation involvement

d. Post-test students and teachers in innovation involvement

e. Research analysis of research adaptation and innovation strategies

f. Summative evaluations of project components and project as a complete unit

Ongoing Evaluation and Evaluation Related Activities

Documentation

Documentation of Project activities and accomplishments will be collected by utilizing three methods: (1) a central project documentation file, (2) documentation records or journal entries kept by each member of the project staff, and (3) a monthly documentation interview of each member of the project staff. These three methods are described in some detail in this section.

Central Project Documentation File

There are several categories of data that will be collected and placed in the documentation file.

Agenda and Minutes of the meetings of the management team, Project Advisory Council, and the Policy Committee. These minutes will include delineations of decisions made, problems and issues discussed, actions taken, programs developed and implemented. Other ad hoc information will also be described.

Quarterly reports will also be kept in the documentation file.

Statements of project and component objectives will be filed both at the beginning of project operations, at the end of the needs assessment and planning process, and at the launching of any new project thrust.

Records of school and school system contacts will be collected on standardized forms over the duration of the project. These forms are for one-to-one contacts, - not for interactions in regular or planned in-service activities. These records will include date, person(s) involved, purpose of contact, person initiating the contact, summary of actions taken or discussion, problems or issues raised, and recommendations for next steps.

Records of community contacts will also be kept on a standardized form for all one-to-one contacts between project staff and parents, representatives of community agencies, and other members of the community. It includes the same data as delineated for school and school system contacts.

In-service course descriptions, outlines, and delivery systems will be filed as a partial record of the in-service program. Particular attention will be paid to the details of in-service delivery systems.

Teacher participation records will consist of a chart that plots teacher participation in all aspects and activities related to the Teacher Corps project. This record will provide a ready reference for planning and for impact analysis.

Descriptive records of in-service activities will include accounts of workshops, consultant activities, meetings, released time days, curriculum development, and any other activities.

Internship program descriptions and activity schedules will be maintained as a record for certification and graduation purposes as well as for evaluative reconstruction.

School and school system documents will be collected and filed for evaluation and guidance purposes.

Memoranda, notices, letters and other communications of both the school and the project will be filed for evaluative purposes, normal record-keeping, and planning guidance.

Strategies for research adaptation descriptions will be filed with evaluative data from before, during, and after utilization.

Needs assessment designs, plans, methodologies, instruments, reports and analyses will all constitute a vital part of the documentation file.

Evaluation designs, plans, methodologies, instruments, reports and analyses will also be maintained for documentation.

Quarterly Reports

Quarterly project descriptions and discrepancy evaluations must be forwarded to the funding agency -- Teacher Corps, Washington, D.C. These reports will be compiled from the data contained in the documentation file and from the records of staff members.

Weekly Management Team Meetings, in addition to functioning as the major arena of decision-making and action planning for the project, will also serve an evaluative function. The major component facilitators will utilize portions of these meetings for mutual evaluative feedback and an in-house Delphi procedure.

Evaluation for Decisional Inputs

The planning period of the Project will be utilized for needs assessment and major decision-making for tailoring and beginning each Project component. The dominant evaluation activities during this period will be: (1) staff interviewing to determine decisional data needs (2) the stating of needs. (3) the identification of areas of research or research-validated models for adaptation, (4) the selection of research adaptation and innovation strategies, and

(5) Evaluation of the Project's developmental process.

Determining Decision Data Needs

The Program Development Specialist will interview the Project staff individually to determine each member's data and evaluation needs for their and the management team's major program decisions. The interview format solicits major program planning decisions, decision-timing considerations, and the types of data required to make the decisions. At the end of the interview the PDS and the staff member survey the data and evaluation needs and determine who will be responsible for collecting each type of data.

Needs Statements

Needs statements will be developed with teachers and project staff upon examination and analysis of the data from the needs assessment. Subsequent approval and elaboration will be the function of the advisory council and the Policy Committee. Subsequent refinement and implementation will be the function of the Project management team.

Research Identification and Adaptation

Based on selected and prioritized needs statements, procedures will be developed to involve teachers, staff, project and university personnel in the selection of areas of research and/or research-validated models for school adaptation. Evaluative activity here will involve the assessment of availability of bodies of research to meet needs, resources for delivery and adaptation, and examining democratic character of the selection process.

Selection of Research Adaptation and Innovation Strategies

Evaluative activity will take place to select strategies appropriate to school needs, project and university resources, and manageability.

Project Developmental Process

External evaluation will be obtained to carry out a retrospective or summative evaluation of the Project's development from initiation inception through the planning period. This evaluation will include a theoretical design and process assessment of the needs assessment, a case analysis of the planning process including the translation of needs statements to goals to areas of research and research-validated models. The development and growth of the management team, advisory council and Policy Committee will also be evaluated.

Resources Catalogue

Catalogues of in-service, community, and research resources will be developed during the planning period also. The catalogue of in-service resources will include (1) a list of interested university faculty, their areas of interest, and delivery methods and costs; (2) university physical resources such as computer terminals, microfiche access, costs, and time considerations; and (3) curriculum materials, areas, access, and costs.

A catalogue of other in-service resources will include: (1) consultants in specified needs areas, costs, benefits, and methods of delivery; (2) school system resources; (3) school system curricula and consultants.

The School System

A troubleshooting analysis of school and school system policies and structures will also be conducted to provide practical input into the in-service program and to predict the success and nature of potential implementation and demonstration of change. This analysis will attempt to reinforce and analyze aspects of policy and structure that can help and can hinder project activities and potential school changes.

Implementation Evaluation (Process)

Implementation evaluation is a monitoring process to determine the extent to which the specified elements of the program have been implemented as planned (Klein, Burry, Churchman, and Nadeau, 1971).

Project Development Process

Periodic process evaluations of the continued development of the Project will be conducted. These evaluations will concentrate on: levels and kinds of school staff involvement, teacher impact, the efficiency and validity of the project's operational systems (needs assessment-evaluation, management-governance, documentation, collaborative-decision-making, dissemination), and progress toward Project goals and objectives.

In-service Program

During the implementation phase of the process, evaluation of the in-service program will take several forms.

(1) The in-service courses will be evaluated to determine the degree to which they are meeting in-service objectives, project goals, and teacher expectations.

(2) These courses will also be evaluated for conformity to the Teacher Corps in-service model utilized by the Project.

(3) Case data will be collected concerning research adaptation and other methods of innovation.

(4) Pre-testing of teachers and students will be conducted for classes about to be involved in a change process.

(5) A teacher impact analysis will be conducted.

(6) Finally, evaluation for decisional adjustment of the Project will take place.

Community Involvement Education

The progress of the community component will also be evaluated. The degree to which the Advisory Council and the othercommunity programs are meeting the objectives and design specifications will be assessed. Trouble-shooting and exploratory evaluation will also constitute a vital activity in this component. The degree of parental and community involvement in the development and implementation of change in the school, and input into project decision-making will also be analyzed.

Internship

The Internship program will be evaluated for (1) the sequential and ad hoc development of demonstrated teaching competencies, (2) the development of professional interaction between interns and teachers over time, (3) the impact of interns on the school, (4) the degree of intern integration into the teaching staff, (5) the degree of intern involvement in innovation and research adaptation, (6) the range of teaching situations that interns become involved in, (7) the nature and impact of their work in the community, and (8) the development of the intern group and Team Leader into a functional educational team.

Effectiveness and Use of Innovation and Adaptation Strategies

The process of utilizing selected innovation and research adaptation strategies will be documented and evaluated for appropriateness to the objectives and situation of the changes sought. Simplicity of use and adaptability will be the key evaluative criteria. A journal of positive and negative findings will be developed for any innovation or research adaptation strategy used.

Product Evaluation

Operationalization of Objectives and Measurement Criteria

Product evaluation of any aspect of the Project will require the specification of directly measurable objectives. This can be accomplished where lacking through the use of an operationalization procedure such as the Fortune-Hutchinson Method (1973).

Case Studies

Case data and documentation collected over time will be organized in whole-project, project component, and research adaptation case descriptions and analyses. These case studies will combine the pre-testing that takes place during implementation with interim- and post-testing results.

Analysis of Research Adaptation and Innovation Strategies

This will be a summative evaluation of the appropriateness and facility of strategies used.

Summative Evaluations

Summative evaluations of each project component (in-service, demonstration, community, management, and internship) will be conducted. Among the evaluative dimensions or criteria will be: impact, demonstration replicability, dissemination worth, responsiveness, efficiency, product-cost analysis, continuation/incorporation projections, discrepancy assessment, documentation-process and product, theoretical critique and summation, and research value.

PROPOSAL FOR EXTERNAL EVALUATION OF PORTSMOUTH JUNIOR HIGH SCHOOL TEACHER CORPS PROJECT

Introduction

The external evaluation proposed herein is intended to provide a summative evaluation of each phase of the Teacher Corps Project. Project personnel will be conducting an internal evaluation, some of it concurrently with the external evaluation. Thus, the two evaluation strands will be interactive and each will serve to augment the other, yet have a separate purpose and development.

As planned, the Project will move through several more or less distinct phases. Each phase will be the subject of an external evaluation. The following discussion of the proposed external evaluation is organized to reflect the probable sequential development of the project itself as described by project personnel.

A controlling purpose of the evaluation in all its aspects is to provide third-party feedback to the project management team and, eventually, to the funding agency. Thus, the notion that this evaluation is to provide information to aid in decision-making is fundamental.

Phase 1 Needs Assessment and Planning Processes

The Teacher Corps proposal submitted to the funding agency devotes eleven pages to identifying needs which might be met by this Teacher Corps Project. Various needs assessment studies completed by the New Hampshire State Department of Education, the Portsmouth Junior High School faculty, and community representatives serve as the basis for the needs set forth in the proposal.

Additional needs assessment activities projected as the initial phase of

the project appear to be extensions of these prior studies, aimed at clarifying the context within which the already identified needs may be addressed, and making these more specific. Evaluation of these activities will be based on the following criteria:

(1) Consistency

Needs assessment and planning activities should reflect the thrust initially identified in the original proposal. These should bear a logical relationship to the needs and objectives of that proposal. Deviations or discrepancies may occur, but these must be clearly attributable to changing circumstances, circumstances not evident until project activity was initiated.

(2) Completeness

Needs assessment and planning activities should demonstrate evidence of adequate involvement of all appropriate parties--faculty, administration, community, project personnel, etc.

(3) Comprehensiveness

Needs assessment and planning activities should direct attention to all applicable dimensions of the school experience--curriculum, faculty effectiveness, social climate of the school, community understanding and support, instructional resources, etc. In each instance, some type of discrepancy information must validate the need, clearly indicating discrepancies between desired and observed levels of performance.

(4) Timeliness

Needs assessment activities should be undertaken, completed, and interpreted in a manner that assures the results shape project plans and actions. Planning activities should be guided by established needs and goals, and an analysis of the probable

interrelationships between resources, procedures, and objectives.

Several procedures for evaluating Phase 1 will be utilized. To some degree these will be dependent upon the adequacy of the documentation program carried out by the project personnel. Project personnel have a thoroughly planned documentation system in mind, and no problems are envisioned. Other evaluative procedures will be utilized, thereby reducing the extent to which the evaluation must depend upon the project's documentation of its own endeavors. In summary, the evaluation procedure will entail the following:

(1) Content Analysis of Documentation

The internal evaluation design provides for full documentation of meetings, interviews, correspondence, and the like. All documentation bearing on needs assessment and planning will be examined, summarized, and analyzed in the light of the project objectives and the emerging environment in which the project is carried on.

(2) Observation

On occasion, the evaluator will observe meetings of the project management team, planning sessions with the faculty, or other appropriate project activities. Such observations will focus on both the agenda content of the meeting and the general procedures used in arriving at planning decisions.

(3) Interviews

The evaluator may interview project personnel, participating faculty, and others regarding the needs assessment procedures and the planning decisions related to the project. Focus would be on involvement, understanding, and acceptance.

(4) Profile of Organizational Characteristics

As the project moves into its implementation phase, all

professionals participating in the project will complete a Profile of Organizational Characteristics (after Rensis Likert, The Human Organization: Its Management and Value, McGraw-Hill, New York, 1965). This instrument will provide differentiated profiles, prepared by administration, faculty, and project personnel. Organizational variables to be assessed include leadership, motivation, communication, influence patterns, decision-making processes, goal-setting procedures, controls, and support system.

Phase 2 Implementation Phase

As the central activities of the project are initiated, two parallel strands of evaluative activity also will be initiated. One strand deals with implementation activities, the other with actual progress toward accomplishment of project objectives. Thus, on the one hand evidence will be sought to establish how fully the project has been implemented (were training programs established? were research-validated methods identified? were appropriate systems of instructional technology procured? etc.). On the other hand, the evaluation also will assess the progress of the project (were curricular adaptations devised? were new teaching methodologies put into effect? do parents become more fully involved in the school? what has been the impact on student learning? etc.).

A related concern, although difficult to spell out in advance, involves attention to unanticipated consequences. The structural aspects of the evaluation program focus on anticipated consequences; an open, versatile, and sensitive reading of the data and activities is intended in order to tease out indications of any unanticipated outcomes.

This part of the evaluation will be broken into two major time periods:

(1) February 1978 - June 1978

Major emphasis will be placed on process evaluation. During this period, the predominant efforts are expected to be developmental in nature. In-service training, curriculum development, identification and selection of instructional aids, invention of new methodologies, and preliminary try-outs in classrooms will typify this phase of activity.

Evaluation procedures will depend upon the following variables:

(1) Content analysis of curriculum materials under development.

(2) Judgments of the benefit and effectiveness of the program as indicated in interviews and in questionnaire responses, prepared by teachers, administrators, and community representatives.

(3) Measures of social climate, morale, and leadership (actual instruments not identified at this writing).

(4) Analysis of videotapes and/or other observational records of actual teaching in the classrooms.

(5) Content analysis of other documentation such as journals, correspondence, minutes of meetings, press releases, and reports.

(6) Interviews and questionnaires administered to personnel responsible for planning and presenting specific segments of in-service education.

An interim evaluation report, based on an analysis of the foregoing data will be prepared no later than June 30, 1978. However, informal discussions of evaluation findings will be held with project personnel throughout this phase of the project. The intent of the evaluation at this point is entirely formative in nature. The evaluation program for this phase will be responsive, adjusting to the emerging needs and problems as these become apparent to either the project personnel or the evaluation team. Procedures and instrumentation may change if the situation warrants this.

Phase 3 Operational Phase

During the 1978-1979 school year the program will be fully operational. Emphasis in the evaluation effort will now shift to a more structured design for summative evaluation. Given the nature of this project, it is not feasible to establish a conventional control group, either of teachers or students, to study program effects. However, two possibilities do seem viable, and these will represent the core of the design for summative evaluation. Briefly, these can be considered: (1) a criterion-referenced design, wherein project outcomes will be compared with project intentions, and (2) a time-series design, wherein data and information regarding numerous variables will be summarized for three points in time: Spring 1978, September 1978, and June 1979. In later paragraphs this design is described more fully, but each approach will be discussed in turn.

(1) Criterion-referenced design

Specific criteria for success with respect to any of the project objectives do not appear in the original project proposal. These will have to be established in consultation with the project personnel.

It is presumed that, as needs are clarified and objectives are more specifically identified, project expectations can be stated in terms of measurable criteria. Until this is done, a final design for a criterion-referenced approach can be discussed only in general terms.

Performance criteria will be discussed, and where appropriate, will be established with respect to these considerations:

(1) Individualized programs of staff development.

(2) Characteristics of a strengthened school-wide program of reading and writing instruction and minimum standards for student learnings resulting from this.

(3) Programs for parent training, and the effectiveness of parent assistance to enhance learning at home.

(4) Reduction of discipline problems.

(5) Assessment of use of diagnostic/prescriptive strategies to individualize instruction.

(6) Identification and assessment of alternative models for teaching introduced as a result of the project.

(7) Identification and assessment of teacher observation/feedback systems.

(8) Improved human relations.

(9) Improved organizational functioning.

(10) Improved multi-cultural programs.

(11) Institutionalization of a "Training and R & D Center."

(2) Time-series Design (Pre-test, post-test mode)

By obtaining data at several points in time, starting at or before the inception of the project and concluding with the close of the project effort, it is possible to make judgments regarding theefficacy of the project. For this purpose, the following data will be collected, and analyzed for significant changes over the duration or the project:

(1) In-service education

Numbers involved, duration, emphasis, teacher response, type of leadership.

(2) Instructional practices

Nature and extent of individualizations, instructional methodology, utilization of instructional aids, openness to change.

(3) Curriculum emphasis

Objectives, scope and sequence.

(4) Student achievement

Reading level, writing level, school grades, other academic achievement.

(5) School climate

Student morale, attendance records, disciplinary offenses, teacher morale, decision-making procedures, staff-development programs, administrative practices.

(6) Community

School-community cooperation, parent support of learning, community support (fiscal, participatory), lay participation (volunteers, aides).

(7) Institutionalization and Diffusion

Policy changes, budgetary changes, altered organizational practices, studies and publications, presentations at professional conferences, visiting and consulting arrangements.

PORTSMOUTH TEACHER CORPS PROJECT EVALUATION GEARED TO PERSONAL DEVELOPMENT

STATEMENT OF THE PORTSMOUTH TEACHER CORPS PROJECT:

The Portsmouth Teacher Corps Project is focusing on an integrated program of preservice and inservice education based on the systematic adaptation of research findings while attending to the key issues of relevancy and continuity (mentioned below).

RATIONALE FOR INSERVICE TEACHER EDUCATION PROGRAMS:

Inservice teacher education programs have the potential for improving both education and the personal and professional life of the teacher. Multiple sources of data, however, refer to inservice teacher education with negative connotations, skepticism, discontent, and dissatisfaction (Joyce, Howey, and Yarger, 1976), and these reactions parallel the general flavor of earlier reviews of teacher education programs (Getzels and Jackson, 1964; Cyphert and Spaights, 1964; and Biddle and Ellena, 1964). Research findings support this point of view by being unable to evidence the transfer, endurance or stability of the effects of training over time. Thus, in spite of the awareness that inservice teacher education could provide an optimal time for growth to occur, no theory of the developmental growth of the inservice teacher has been constructed.

Key issues in inservice teacher education reform are relevancy and continuity: (1) to make inservice education more responsive and relevant to teachers' professional job needs and personal role needs and (2) to promote the concept of continuous collaboration among teachers and staff, on site, within the schools, in follow-up activities inside teachers' classrooms (Joyce, Howey, and Yarger, et al., 1976; Joyce, McNair, et al., 1976). Crucial also to the issue of relevance becomes the modeling of content and process in inservice programs: inservice staff must model not only the kinds of educational situations that teachers are expected to create in their own classrooms, but also must model the types of relationships teachers are expected to develop and maintain with the children they teach (Joyce, Howey, and Yarger, 1976). It becomes important to systematically apply research findings to match these key issues in order to make a more effective inservice education program. The Portsmouth Teacher Corps Project is attempting to do just this.

PURPOSE OF THIS EVALUATION:

In asking what happened to the interns, experienced classroom teachers, University faculty, and Teacher Corps Project staff who have been involved with such a project of preservice and inservice education based on systematic adaptation of research findings, it seems appropriate to evaluate personal development as well as professional/skill development. This part of the evaluation seeks to measure changes in personal development.

CONDUCT OF THIS EVALUATION:

All teachers from the Portsmouth Junior High School, the Teacher Corps Project staff, as well as University faculty and interns involved with the project will be asked to participate in this phase of the evaluation. In addition, a group of inservice teachers taking contemporaneous inservice education classes through the University of New

Hampshire Education Department will be asked to participate in a similar evaluation.

The inservice teachers involved with the Portsmouth Teacher Corps Project will form one group for this evaluation, while inservice teachers not connected with the Project will form a comparison group for this evaluation.

All participants for this evaluation will be asked to complete three evaluation instruments dealing with personal development. These will be completed in a pretest in December, 1977, and a posttest in April, 1978. Results will be coded and kept anonymous in order to maintain confidentiality.

THE EVALUATION INSTRUMENTS:

The instruments used in this evaluation measure personal and social growth along ego, moral and conceptual dimensions. The instruments to be administered pre/post to all participants in the evaluation include the Paragraph Completion test (Hunt, 1973) as a measure of conceptual level development, the Defining Issues Test (Rest, 1974) as a measure of moral (social reasoning) development, and the Sentence Completion Test (Loevinger, 1970) as a measure of ego development.

THE EVALUATION DESIGN

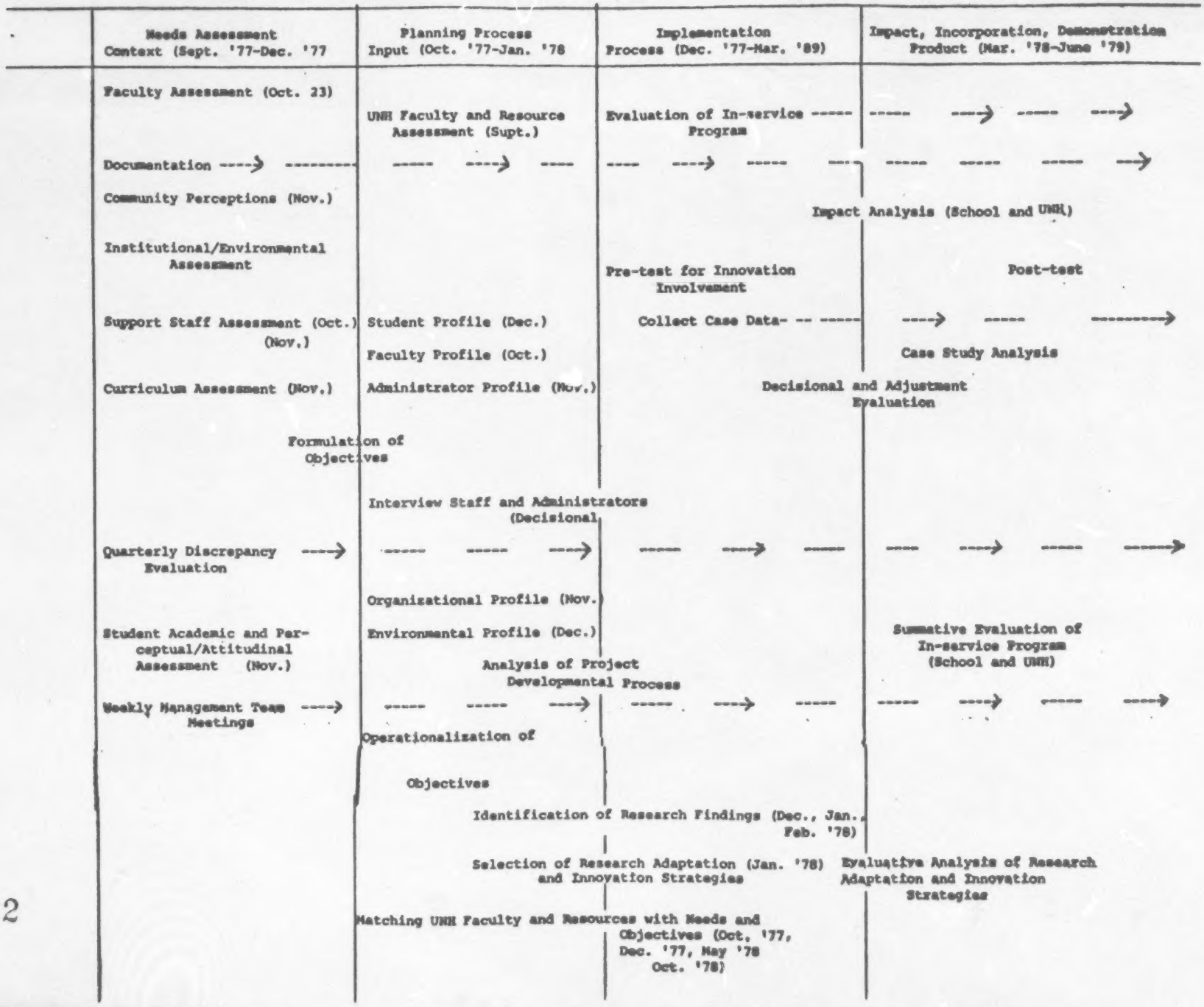
The nature of the evaluation of personal development requires a series of multiple assessment instruments. Sullivan, McCullough and Stager (1972) provide empirical evidence for the relationship between ego, moral and conceptual development in measuring personal growth. Each dimension seems to yield useful and logically consistent data so that choosing a single method seems premature.

Growth in personal development within each group of participants will be analyzed using correlated t-tests. In addition, a comparison of the Portsmouth and non-Portsmouth inservice teacher groups will be made using independent t-tests in a non-equivalent comparison group design (Campbell and Stanley, 1963, Design #10).

SIGNIFICANCE OF THIS EVALUATION:

This evaluation is significant in that it addresses the issue of adult personal development, an area still in its embryonic stage. The information gained from the evaluation should add to the theories of adult development and also provide further basis for teacher educators to develop effective teacher education programs.

GRAPHIC OUTLINE FOR IN-SERVICE AND DEMONSTRATION EVALUATION


Needs Assessment
Context (Sept. '77-Dec. '77
Planning Process
Input (Oct. '77-Jan. '78
Implementation
Process (Dec. '77-Mar. '89)
Impact, Incorporation, Demonstration
Product (Mar. '78-June '79)
Faculty Assessment (Oct. 23)
UNH Faculty and Resource Assessment (Supt.)
Evaluation of In-service Program
Documentation
Community Perceptions (Nov.)
Impact Analysis (School and UNH)
Institutional/Environmental Assessment
Pre-test for Innovation Involvement
Post-test
Support Staff Assessment (Oct.) (Nov.)
Student Profile (Dec.)
Collect Case Data
Faculty Profile (Oct.)
Case Study Analysis
Curriculum Assessment (Nov.)
Administrator Profile (Nov.)
Decisional and Adjustment Evaluation
Formulation of Objectives
Interview Staff and Administrators (Decisional
Quarterly Discrepancy Evaluation
Organizational Profile (Nov.
Environmental Profile (Dec.)
Student Academic and Perceptual/Attitudinal Assessment (Nov.)
Summative Evaluation of In-service Program (School and UNH)
Analysis of Project Developmental Process
Weekly Management Team Meetings
Operationalization of
Objectives
Identification of Research Findings (Dec., Jan., Feb. '78)
Selection of Research Adaptation (Jan. '78) and Innovation Strategies
Evaluative Analysis of Research Adaptation and Innovation Strategies
Matching UNH Faculty and Resources with Needs and Objectives (Oct, '77, Dec. '77, May '78 Oct. '78)

STATEMENT OF POLICY AND PROCEDURES

The Archives of U.N.H. - PORTSMOUTH Teacher Corps Project

1. Purpose: The purpose of the archives of the UNH - PORTSMOUTH Teacher Corps Project is to preserve in two locations the documented history of the project for the benefits accruing to project documentation and operations. Well developed project archives containing raw data and summaries ought to make report writing a simple matter of reviewing, interpreting and synthesizing accumulated information guided by the report's purpose and target audience.

2. Resources: The resources to be made available for the archives consist of:

   (1) office space with bookshelves and filing cabinets
   (Room 31 at Portsmouth Junior High School)
   (Room 2 at Morrill Hall, University of New Hampshire)

   (2) miscellaneous supplies

   (3) staff time for reporting

   (4) secretarial time for filing and typing

   (5) management time for appraisal, summarization, staff training in documentation, helping users and preparing reports

3. Scope of Collection: The collection will include items such as financial records, minutes and agenda of all meetings, reports, papers of staff, photographs, tape recordings, publications, internal and external correspondence, equipment data and other items specifically listed in Documentation File-Contents.

4. Access: Personnel records in the form of applications, recruitment histories, evaluation and vitae, as well as fiscal records will be privileged information and access to these will be granted on a "need to know" basis. Otherwise, archival information will be accessible to all and assistance will be given to aid potential users of the archive.

5. Accession Procedures:

   a. Sources of accession will normally be through

      (1) records generation in the normal course of project administration (e.g., travel requests)

      (2) correspondence between external agencies and the project or project members

      (3) inter-person correspondence within the project

      (4) monthly reporting of staff to PDS

      (5) products of staff associated with their particular jobs

      (6) other miscellaneous document generation

b. Appraisals: All records will be appraised upon receipt to determine suitability for retention, inclusion in summaries and categorization. Material to be accepted for permanent retention in the archives will have at least some of the following attributes:

(1) documents the origins, organization, or development of the project

(2) documents or provides evidence of the project's activities and the consequences of those activities

(3) meets possible needs for information that is incidentally or accidentally contained in records

(4) has operational use in regard to the project

6. Indexing and Arrangement: Normally, material will be grouped by source and then by time or origination. The overall categorizing scheme is as follows

6.1 Fiscal Reports and Forms
Requisitions
Travel Requests
Expenditure Reports
Agreements
Summaries

6.2 Training Component (Internal) Correspondence

6.3 Whole Project (External) Correspondence
New England Network
Research Adaptation Cluster
National Teacher Corps
New Hampshire State Department of Education
Miscellaneous

6.4 Policy Committee Minutes and Policy Book

6.5 Intern Training Program
Goals
Training Description
Intern Activity Schedules and Read Outs
Reports

6.6 Community Component
Goals
Material Selection
Pilot Testing
Field Testing
Training Materials
School Community Council Minutes and Agenda
Reports

6.7 Needs Assessment Component
Goals
Material Selection
All Needs Assessment Instruments and Data

Pilot Testing
Field Testing
Training Materials
Reports

6.8 In-service Components
Goals
Material Selection
Course Descriptions and Outlines
Records of Teacher Contacts and Participation
Evaluation of IHE Instruction
Pilot Testing
Field Testing
Reports

6.9 Multi Cultural Component
Goals
Material Selection
Pilot Testing
Field Testing
Training Materials
Reports

6.10 Exceptional Child Component
Goals
Material Selection
Pilot Testing
Field Testing
Training Materials
Reports

6.11 Research Adaptation
Goals
Material Selection
Pilot Testing
Field Testing
Training Materials
Reports

6.12 Management System
Position Descriptions and Responsibilities
Management MBO Task Analyses

6.13 Audiovisual

6.14 Reference Material on bookshelves and in files
Reference shelves
Reference files

6.15 Newsletters

6.16 Document Summaries

6.17 Card Catalogue

7. Maintenance Procedures:

   (1) staff will transmit two "Archive" copies of memos, letters and other materials within the scope of the archives as defined above. In the event a document too long to be copied need be held as a "Convenience Copy", a notice of such and description of the material held should be sent to the PDS.

   (2) the Project Director and PDS will appraise incoming material, categorize and summarize it, and see that information is properly filed and indexed, and that a catalogue is properly maintained, as well as provide assistance to those using the archives.

   (3) secretarial and filing help will be provided as needed for filing, typing and indexing in connection with the archives.

8. Expected Benefits: The most important benefit of the archives will be that they will greatly facilitate documentation of project accomplishments, experiences and activities. Other benefits will derive from having a centralized system for document preservation, retrieval and reference. Also, the system can be used to orient and train new staff, provide a sense of accomplishment and direction to staff, provide motivation and example in regard to documentation and play a vital role in improving program management.

DOCUMENTATION FILE - CONTENTS

1. Management Team meetings -- agenda and minutes
2. Advisory Council meetings -- agenda and minutes
3. Policy Committee meetings -- agenda and minutes
4. Course descriptions and outlines
5. Internship activity schedules and read-outs
6. Records of community contacts
7. Records of teacher contacts
8. Records of teacher participation
9. Monthly staff evaluation reports
10. Descriptive records of all in-service activities
11. All needs assessment instruments and data
12. Quarterly Reports to D.C.
13. Internal memoranda, notices, forms and letters
14. Statements of objectives
15. Strategies for research adaptation
16. Evaluation design, instruments and reports